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ABSTRACT

Instructor-coordinators as well as administrators and program planners should find this guide useful in working with advisory committees on vocational education. Specifically, the purpose of the booklet is to discuss the use of advisory committees in the distributive education and cooperative office education areas. Major sections of the guide are: (1) Introduction, (2) Committee Composition, (3) Organization of Committee, (4) Operation of Committee, (5) Role and Function, (6) Evaluation, and (7) Conclusion. Included in the appendixes are agenda for the initial and regular committee meetings, suggested student recruitment and selection procedures, and information concerning various types of committees and their functions. (JS)

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Advisory Committees for Cooperative Education Programs

Trenton State College
Department of Business
Distributive Education
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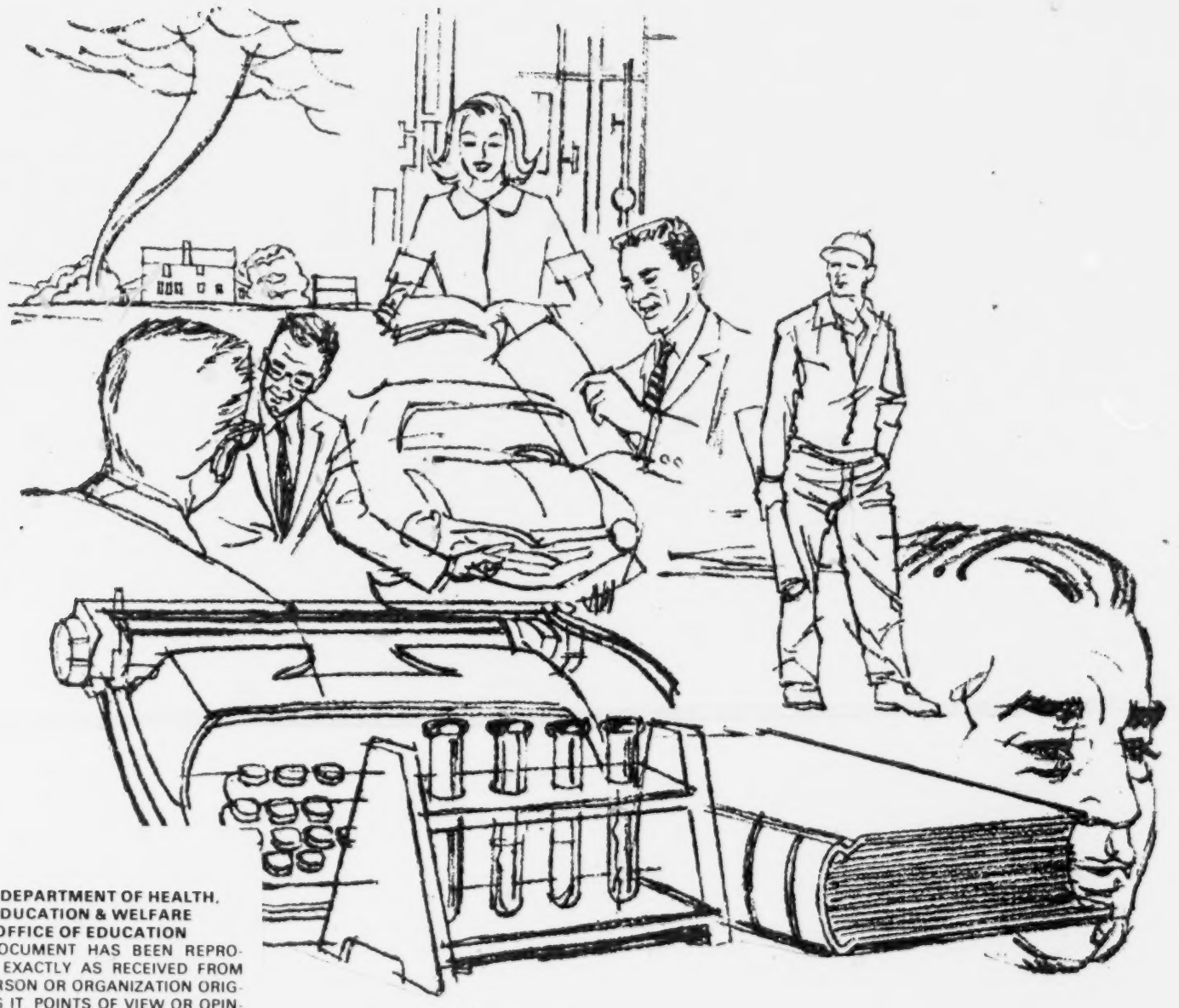
Advisory Committees for Cooperative Education Programs



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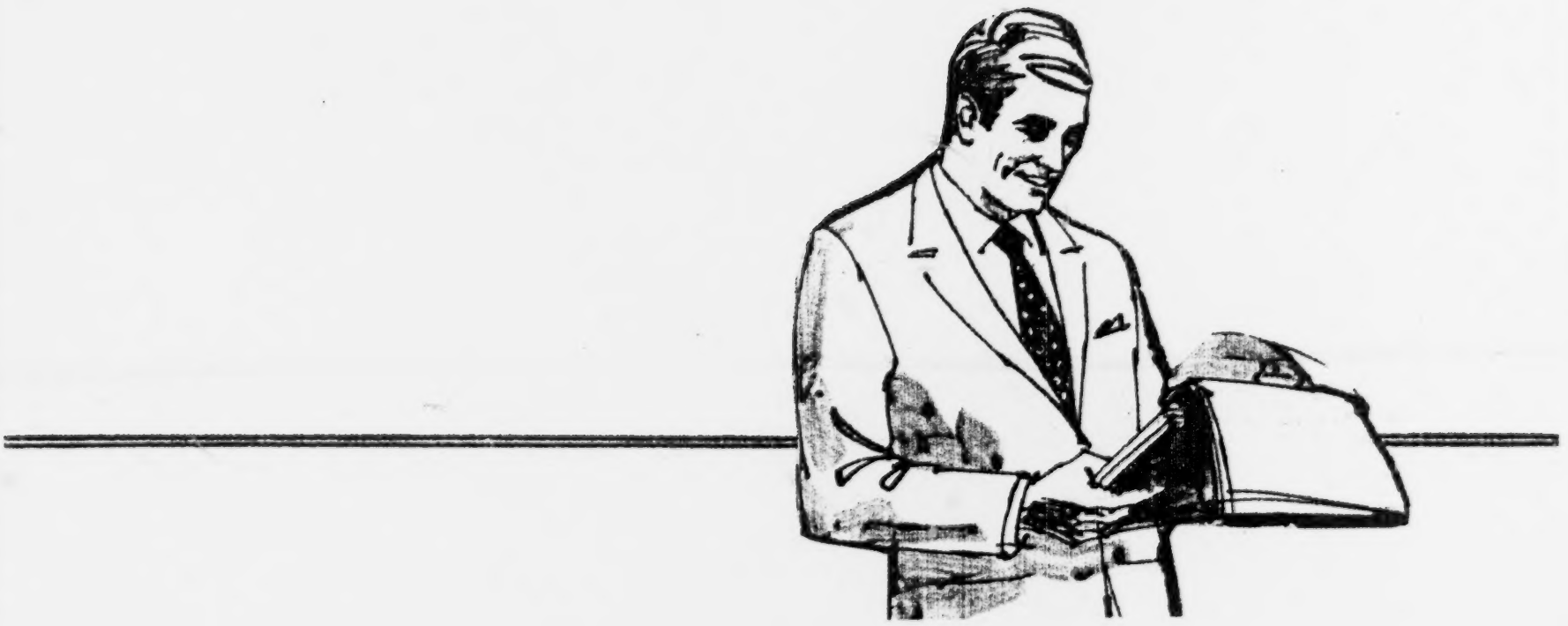

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President Lyndon Johnson stated in his 1968 Manpower Report,

> Seven and one half million new jobs have been created in the last four years, more than 5,000 every day. This year will see that number increased by more than one and one half million.[2]

BACKGROUND OF ADVISORY COMMITTEES IN VOCATIONAL EDUCATION

The concept of an advisory committee is not new. The idea grew out of the apprenticeship movement which, in turn, had its roots in the guilds formed during the Middle Ages. "The close supervision imposed by the guild was responsible for high standards of workmanship and resulted in the well-wrought and artistic productions of the later Middle Ages."[3] In addition, the guilds were said to have "carried on a system of vocational education which provided the only educational opportunity for the working people" of that era.[4] However, "comparatively little advantage was taken of this bridge between education and industry until the early forties."[5]

PURPOSE OF THIS BOOKLET

The purpose of this booklet is to discuss the use of advisory committees in the distributive education and in the cooperative office education areas of vocational education.

Trenton State College

Foreward

- Role of Advisory Committees in Vocational Education
- Background of Advisory Committees in Vocational Education
- Purpose of this Booklet

FOREWORD

ROLE OF ADVISORY COMMITTEES IN VOCATIONAL EDUCATION

Vocational education prepares youth and adults to enter the labor market and supplies the means for upgrading their skills. Therefore, there should be close cooperation between the school and the community. Furthermore, vocational education should be evaluated by the school and by businessmen in the community in order to insure that the instruction be relevant.

An efficient means for providing such evaluation is the use of an advisory committee composed of people who are recognized and respected specialists in their field. Because of their awareness of the needs of individuals and of the community, they provide the basis for maintaining realistic programs.

Today's complexities and up-to-date requirements in the business world must be communicated to the educator. The following statements will show the constantly shifting patterns and opportunities that exist in today's complex job market:

> All in all productivity in the United States has been increasing in recent years at a rate where about two million jobs a year are affected by some technological change.[1]

Introduction

- Definition
- Educational Goals
- Support for the Coordinator
- Work of the Advisory Committee

INTRODUCTION

DEFINITION

In distributive education and cooperative office education, students are employed in either distributive occupations or office work respectively. It is a cooperative venture between the school and the business world, who are both endeavoring to train students for a specific area of work. A student is placed in a training station according to his career objective, which may change as the student is exposed to the ever-changing world of business. For the secondary school student such programs help to bridge the gap between the termination of the secondary school experience and the beginning of a useful career in the business community. In addition to preparing students for a specific area of work, these programs often serve as an exploratory course for other students. Thus, they help many to select the occupation for which they are best qualified.

Every instructor-coordinator of cooperative education* has available to him the knowledge, assistance, and resources of the businessmen in his community. These people are

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*In this booklet distributive education and cooperative office education will be referred to collectively as cooperative education.

interested in the welfare of the program and are able to give valuable and vital assistance throughout the year.

EDUCATIONAL GOALS

It is not solely the responsibility of the educational institutions to determine and solve community problems. Their purpose, especially in vocational education, is the filling of the needs of the local community. An advisory committee can provide the means for determining whether or not there is a need for cooperative education. If such a need exists, the advisory committee can help determine the direction which such a program should take. Through such a committee the educational institutions are able to communicate their needs and abilities to the general public and to specific organizations, businesses, and individuals.

The major purpose of an advisory committee is the growth and development of cooperative education and of cooperative education students. The work of the advisory committee is outlined in Figure 1, page 5.

SUPPORT FOR THE COORDINATOR

The advisory committee can effectively aid in the development and promotion of cooperative education programs. Some of the areas in which the committee can be effective are as follows: providing criteria for student selection, curriculum development, obtaining training stations, providing resource materials and speakers, and public relations.

This secondary school committee can also be useful in promoting adult education programs. They could make a community survey to determine specific needs of the business community in order to develop a course of study for unemployed adults and for those adults who wish to advance on the job.

WORK OF THE ADVISORY COMMITTEE

A ssists in forming policies, making job analyses, selecting teachers

D evelops materials

V italizes the entire program

I nforms the supervisor about prospective teachers

S ells the program

O rganizes new phases of the program

R ecommends new ideas

Y ardstick of success

said simply, thus, it is a:

C ounselling

O rganization of

M embers

M ainly

I nterested in

T otal

T raining for every

E xecutive and

E mployee

Figure 1.--An acrostic developed by William B. Logan for use in an address before the National Retail Merchants Association, New York City.

Committee Composition

- Number of Members
- Qualifications for Membership
- Representatives of Organized Groups
- Consultants

COMMITTEE COMPOSITION

Many factors must be considered when forming an advisory committee. The community itself will be the determin ng factor, with consideration given to population, growth trends, shopping center(s) and business district(s), service organizations, business offices, the school system, traditions, and the general philosophy of the community.

NUMBER OF MEMBERS

Although there is no prescribed number of people necessary for the successful operation of an advisory committee in cooperative education, it has been found that six to ten members is a workable number. The small number makes calling the committee together relatively simple. Of course, the number will depend upon the size of the program and the size of the community.

An advisory committee in cooperative office education *might* consist of the following individuals:

1. General Office Manager of a small business establishment;
2. Personnel Director of a large state or national business operation;
3. President, Vice-President or owner-operator of a business;
4. Credit Manager of a firm or agency;

5. Medical Doctor, Dentist, or Lawyer;

6. Managing Operator of an employment service bureau; and,

7. Educational Staff: Teacher-Coordinator, Department Chairman, Guidance Director, Principal, and school Superintendent.

In distributive education the advisory committee *might* consist of representatives from the following areas:

1. Each major shopping center and business district in the area;

2. Chain organizations;

3. Large and small businesses;

4. Major distributive and service classifications of business in the community (i.e., food, clothing, warehousing, transportation, retailing, wholesaling, etc.);

5. Labor organizations (some communities have a large, effective labor movement in the distributive businesses); and,

6. Education: Teacher-Coordinator, Department Chairman, Guidance Director, Principal, and school Superintendent.

Representation from education should be on an ex-officio basis. This would also pertain to government officials and the general public if they are on the committee.

Sometimes it is advisable to have alternates for each member of the committee, especially when members represent organized groups.

QUALIFICATIONS FOR MEMBERSHIP

Persons under consideration for advisory committee membership should be:

1. Respected in the business community;

2. In a responsible position (preferably, in distributive occupations for distributive education and in the office area for cooperative office education);

3. Interested in cooperative education programs;

4. Willing and able to contribute to the effectiveness of the committee and the cooperative education program;

5. Able to work with other members of the committee without undesirable conflict; and,

6. Moral and ethical, neither exploiting the committee nor the students for their own benefit.

REPRESENTATIVES OF ORGANIZED GROUPS

Organized groups such as trade associations or unions are frequently requested to select individuals to represent them. Although the organization may be asked to nominate candidates for membership, school officials should make the actual choice. It is desirable to leave selection control to the school; however, there are situations in which the organization might name a representative. Therefore, care must be taken in defining the purpose of the advisory committee and the qualifications for membership. Since an elected representative of an organized group might act as an instructed spokesman, it is possible that he might bring official policies into committee meetings rather than presenting his own views. Therefore, final approval by school authorities helps to minimize such structured pressure.

Since not all groups in a community can be represented, it is necessary to select people who are concerned with the

welfare of the whole community and who are able to understand the viewpoints of several groups.

It is necessary that the committee not be top-heavy with any organization-affiliated membership--the individual voice must be heard. Therefore, it is the duty of the school to include persons whose qualifications are derived solely from individual accomplishments and whose relationship to any organization or association is incidental.

Graduates of the program may be asked to serve as committee members or as special consultants in order to add another perspective to the advisory committee. Also, students who are currently enrolled in a cooperative education program might be asked to share their views with the committee. However, they would not participate as full members.

CONSULTANTS

In some cases, the members of an advisory committee may need assistance in solving a particular problem. Therefore, the use of special consultants is recommended. These specialists should be invited to meet with the committee for a limited number of sessions. Following is a list of some of the people who may be called upon:

1. Representatives of the United States Employment Service who can furnish labor market data, current training information, and job requirements;

2. Management representatives who can offer advice concerning certain features of employment and the purchase of equipment for specific training;

3. Representatives of universities and teacher education institutions who can provide the latest information on experimentation and research as well as data related to the problems of training qualified teachers; and,

4. Members of the state board for vocational education as well as representatives of other local, state, and national agencies.

Organization of Committee

- Role of the Instructor-Coordinator
- Approval and Invitation
- Length of Service
- Number of Meetings
- Committee Structure
- Steering Committee

ORGANIZATION OF COMMITTEE

ROLE OF THE INSTRUCTOR-COORDINATOR

In order to utilize the advisory committee most effectively in the pursuit of the goals of the program, the instructor-coordinator must:

1. Familiarize the committee with all facets of the program;
2. Solicit the advice and assistance of the committee;
3. Acquaint the members with the purpose and the duties of the committee and insure that the committee acts accordingly;
4. Anticipate the problems and needs of the program, planning advisory committee meetings for specific purposes, directed toward promoting and developing the cooperative education program;
5. Submit the cooperative education program to an evaluation by the advisory committee;
6. Serve as the secretary to the advisory committee as a non-voting member, recording, maintaining, and distributing the minutes;
7. Notify the members and the delegated school authority (principal and/or superintendent) of the meeting date, time, and place; and,
8. Provide the advisory committee members with an agenda of the next meeting, preferably a week in advance.

The instructor-coordinator would be considered the liaison between the school and the community.

APPROVAL AND INVITATION

Authorization for the formal organization of an advisory committee should be obtained from the local board of education. In the recommendation that goes to the local board, the initial approval for an advisory committee should designate the person authorized to invite and appoint members. (See Figure 2, page 17.)

The final selection of members can rest with the school board or it can be delegated to the superintendent of schools or to the school principal. Before preparing a list of prospective committee members for the person who is given this authority, the coordinator should, first of all, contact a prospective member in order to determine his willingness to serve on such a committee. The superintendent should then contact by letter or telephone the prospective members for their acceptance. (See Figure 3, page 18.)

There are various reasons why the board of education or its representative should have the final word in selection:

1. There is the effect of concomitant prestige; and,
2. Establishment of this method of appointment helps to minimize any apprehensions the board might have about its authority being usurped.

LENGTH OF SERVICE

Members should be appointed for a definite term, usually from one to three years. In order to provide continuity of experienced members on the committee, initial appointments

can be staggered. As a result, each year members with new ideas and enthusiasm can revitalize the program. If the instructor-coordinator desires to retain the services of an interested and effective member, he should strive to have this member reappointed, for much of the effectiveness of the committee will depend upon the unflagging interest of its members.

NUMBER OF MEETINGS

The instructor-coordinator should schedule as many meetings as necessary in order to broaden and develop the cooperative education program. During a program's initial stages of development, more frequent meetings may be desirable. It is suggested, however, that the advisory committee meet at least two or three times during a school year in order to realize the committee's objectives.

COMMITTEE STRUCTURE

With the approval of the superintendent and/or principal, a chairman should be appointed by the instructor-coordinator. Sub-committees should be formed as needed, utilizing the particular talents and resources of the committee members. Possible sub-committees may include:

1. Steering committee;
2. Budget committee; and,
3. Business relations committee.

More sub-committees may be formed, suggested by the on-going activities of the individual advisory committees.

STEERING COMMITTEE

It may be advisable, at the establishment of a new cooperative education program in a community, to appoint a steering committee, approved and appointed by the board of education, for a term of temporary service. The members of this steering committee who prove to be effective may be appointed as members of the permanent advisory committee at a later date. For a fuller discussion of steering committees, see Appendix D, pages 55-56.

BLANK CITY PUBLIC SCHOOLS

1 September 19--

TO THE BOARD OF EDUCATION:

The effectiveness of the distributive education program at _____ High School depends in large part upon the cooperation and participation of local businessmen and the community at large. Accordingly, it is recommended that the Board approve the establishment of an advisory committee to be composed of ____ members representing the distributive and service businesses and occupations of (City). Furthermore, these members should be invited to serve and be appointed by the (superintendent, principal) upon the recommendation of the distributive education instructor-coordinator. The advisory committee will serve in an advisory capacity to the distributive education instructor-coordinator, said coordinator and his principal acting as ex-officio members of the committee.

_____
Instructor-Coordinator

_____
Principal, _____ High School

_____
Superintendent of Schools

M... _____ moved, seconded by M... _____, that the above recommendation for the establishment of an advisory committee be approved.

Figure 2.--Sample recommendation for Board of Education approval for the formation of an advisory committee in distributive education. This form can be adapted for use in cooperative education.

BLANK CITY PUBLIC SCHOOLS

1 September 19--

Mr. John Jones, President
Blank City Stores, Inc.
Blank City, New Jersey 07095

Dear Mr. Jones:

You have been recommended by our distributive education instructor-coordinator, Mr. Joseph Smith, and his principal, Mr. Ralph Brown, as being very interested in the success of the distributive education program in our community. The distributive education program, being a cooperative-type program, in which the students learn on-the-job as well as in the classroom, requires the cooperation of business leaders such as yourself in order to accomplish its purpose. The Board of Education has approved the establishment of an advisory committee to the distributive education program. This committee will be composed of businessmen and civic leaders engaged in or interested in distribution and the distributive education program. The advisory committee will act in the capacity of advisors to the coordinator, Mr. Smith, seeking to facilitate his work and to pursue the growth and development of distributive education.

The Board of Education invites you to join with other interested business leaders in serving on the advisory committee. The first formal meeting of the group will be held at 2:00 p.m. at Blank High School. Mr. Smith will provide you with an agenda and further information prior to the meeting.

I would like to express my appreciation and that of the Board of Education for your service to the youth and to the school programs of Blank City.

Sincerely,

Superintendent of Schools

Figure 3.--Letter of invitation to prospective advisory committee members in distributive education. This letter can be adapted for use in cooperative office education.

Operation of Committee

- Chairman
- School Representative
- Committee Meetings
- Committee Recommendations
- Problems of Communication

OPERATION OF COMMITTEE

The advisory committee will function best if selection of a formal or informal organization is suggested by the community and school situation. A formal structure has certain advantages because its policies and procedures can clarify purposes and create an atmosphere of stability--and some people are more willing to participate in such a group than in an informal arrangement. However, policies should include only the provisions necessary for efficient committee operation.

A more informal view provides the flexibility needed in changing methods to fit circumstances. But, however informal the structure, a set of guidelines and responsibilities should be drawn up in order to give direction to the group and to clarify the proper position of the committee within the school system.

Whether the structure is to be formal or informal should be decided upon jointly by the school administration and by the committee during the organizational meetings. However, the representative of the school should come to the first meeting with a format in mind for conducting that session since it usually falls to him to serve as an interim chairman.

CHAIRMAN

The chairman should be a layman and elected by the committee from the committee membership. The duties of the chairman should be outlined before the election.

The chairman works closely with the school liaison, presides at meetings, appoints subcommittees, and usually represents the advisory committee in other groups. As chairman, he will be expected to spend more time on the affairs of the committee than will other members; and he should exhibit a willingness to take the extra steps that will enable him to be well informed and well prepared. From the start, he should be recognized by the school and the school's representative as the head of the committee. There must be no suggestion that he is to be other than an active chairman, with all of the usual duties, prerogatives, and respect.

SCHOOL REPRESENTATIVE

The representative of the school is chosen according to the nature and size of the program and the purpose of the committee. In some communities and area schools, the school administrative staff includes directors, supervisors, or coordinators of cooperative education, and they might speak for the school at advisory committee meetings. The liaison for a cooperative education program should be the instructor-coordinator. Some schools also require that a member of the board of education, the superintendent, or principal be present at all advisory committee meetings. Teachers may attend as observers.

Characteristics. Aside from the general educational and professional requirements for the position of school representative, he must possess certain characteristics to handle the responsibilities he will have to assume.

- He must view this work with the committee as a unique opportunity to improve his program and help his community.
- He must be community-minded and look at his program in the framework of the community.
- He must be fair; and if recommendations are reported, he should make his views part of the appendix and not part of the body of the recommendation.
- He must possess tact and good judgment.
- He must be flexible and must be prepared to move in different directions if that is where the solution lies.
- He must show no signs of prejudice or favoritism toward any social, economic, or ethnic groups.
- He must not allow time to be absorbed by what is not the central issue nor allow the focus to slip from developing and expanding programs of cooperative education for individuals in the community.
- He must remember that the same principles of fair play are as palatable in an advisory committee situation as in any other area.

Responsibilities. It must be remembered that the school representative is not an official member of the advisory group but serves as a liaison between the school and committee. He is there to receive the advice and help of informed laymen. He will need to be tactful and never seem to overshadow the chairman but not neglect his responsibility of providing information and a perspective available only from someone speaking for the school.

The school representative can set the tone of the advisory committee activity, and it is important that he accept this as part of his duties and that he attempt to do so. This is especially important since he will serve as interim chairman conducting the first meetings.

COMMITTEE MEETINGS

Regularly planned meetings will be as scheduled. Special meetings may be called at the request of committee members or the instructor-coordinator as needed. The coordinator, serving as secretary of the committee, shall notify members in advance of such meetings. At various times it might be advisable to invite other people to meetings in an advisory or informative capacity; such as, state department officials, guidance counselors, state employment office personnel, union representatives or professional people. (For a further discussion of committee meetings, see page 15.)

Agendas. It is the responsibility of the lay chairman and the school representative to plan an agenda for every meeting. This agenda should be sent to each member at least one week prior to the called meeting. (Sample agendas are included as Appendix A and B.) An advisory committee is no different from other groups in that a well-thought-out agenda is necessary if the time is to be used efficiently and effectively. The items should be of sufficient importance to demand the committee's attention, presented clearly, and

listed in a logical sequence. The school representative must be completely familiar with every issue placed before the committee, and he must be able to provide members with essential descriptive and statistical information necessary for comprehensive discussion of a problem. Common courtesies and business procedures should be observed.

Time and Place of Meetings. All advisory committee meetings, unless of a special purpose, should be held at the same location as the classroom instruction. Committee members should be familiar with the classroom facilities and materials available to the cooperative education program.

COMMITTEE RECOMMENDATIONS

As plans are first developed for establishing a committee, school personnel should discuss with the board of education the types of recommendations that would be submitted for sanction. Naturally, it would be impractical to present all recommendations to board members; but they must be kept informed about all committee activities. Their time as well as the cost to the program should be considered if action is delayed because of a system of required approvals that is unnecessary and burdensome.

If there is a question of policy change or conflict, the board would be asked for a ruling. But the board members should designate a school official to act in their behalf on other matters, an official to whom the recommendations will be directed.

This official must be decided upon before the advisory committee is called together. The variables which apply to other decisions made in connection with advisory committees must be considered in this selection.

The school must establish a system for transmitting committee recommendations to the official who is empowered to act upon the suggestions. Which system can best be adapted to the existing lines of communication should be considered.

So much of that which deals with advisory committees takes its cue for procedure from the specific situation and job to be done. Relaying information to the board of education or its agent is no different.

PROBLEMS OF COMMUNICATION

One of the first hurdles to face is that the committee members and educators come together from different environments and have different frames of reference. Often their vocabularies have been shaped by their professions and are not clearly understood by outsiders. All concerned must make an effort to put aside the vernacular of their trade.

The school authorities must anticipate the possible impatience of the businessman as he views the pace of educational change. The lay committee member is, no doubt, accustomed to seeing rather quickly the effects of his efforts in the business world. Measurable results are sometimes expected too soon after recommendations have been acted upon,

and the delay could cause members to be discouraged unless they have been prepared. The orientation should touch upon the fact that all authorities could cite changes which occurred some time after the recommendations were made--but which did occur. While the educator must convey this idea to the layman, he should be open to the possibility of incorporating into the educational process some of the business world's methods for demanding and getting things done rapidly. This could be one of the most valuable lessons drawn from the association.

Role and Function

- Committee Objectives
- Summary

ROLE AND FUNCTION

The advisory committee is an integral part of any cooperative education program. The members of the committee, through vital involvement, become committed to cooperative education and are a forceful tool of the instructor-coordinator. The degree to which the coordinator guides and directs the function and role of the advisory committee largely determines its effectiveness.

COMMITTEE OBJECTIVES

The committee may function in these areas:

1. Public relations
2. Student standards and recruitment
3. Student selection
4. Standards of evaluation
5. Manpower needs and training facilities surveys
6. Students' problems
7. Promotion of club activities
8. Standards of training stations
9. Program facilities and aids
10. Curriculum development
11. Legislation

Public Relations. The public relations needs of the cooperative education program are of primary importance. Audiences of the public relations function include prospective students, employers, parents, teachers, community leaders, and officials of unions, companies, and civic organizations.

The advisory committee, consisting as it does of representatives of business and civic organizations, shall serve as a source of information on cooperative education to its business and professional colleagues. It provides an important link in the liaison necessary between educators and businessmen. Greater overall support for the entire school program results from the involvement of community and business leaders in the educative process and as resource speakers.

The utilization of media such as newspapers, radio, and television stations may be enhanced since businessmen have a working relationship with the advertising and sales promotion departments of these media. The training station sponsors and advisory committee members can help open public relations doors that may otherwise remain closed.

The advisory committee, comprised of proven and respected business and community leaders, lends prestige, knowledge, and experience to principles and policy standards of the cooperative education program in relationships with the general public, parents, and students. Brochures, pamphlets, and other promotional materials can be made available by and through the cooperation and assistance of the advisory committee.

Student Standards and Recruitment. The advisory committee should play a major role in the development of standards for cooperative education students. The experience and knowledge of the committee members of the needs of business and qualities desirable in employees, is essential to any program

involving the business community. Possible guidelines for development of selection standards may be:

1. Class status and age
2. General health
3. Academic record
4. Attendance record
5. Personal habits, personality, and maturity
6. Interest in a business career

It is necessary that none of these criteria be considered immutable, nor should the general well-being of the cooperative education program be jeopardized through sole observance of them. The combined judgment of the coordinator, school administrators, guidance counsellors and businessmen is a necessary complement to any established standards.

Recruiting of cooperative education students is a continuing process facilitated by the advisory committee. The prestige of established businessmen related to the cooperative education program will tend to improve the image of the program not only to students but also to faculty members, school administrators, and parents. Members of the committee can also, through their contacts with customers, parents, and young people, advise and actively recruit potential students through promoting careers in their business. The committee can serve as advisors to students during guidance and career days.

Student Selection. The utilization of the advisory committee in student selection is desirable, though the instructor-coordinator must insure that the committee function is in an advisory rather than in an action capacity. Thus, following

the development of interest and recruiting of potential students, the school and coordinator would screen applicants for meeting of general standards, administer profile testing, interview students, and orient students to the purposes of the cooperative education program and to the duties and responsibilities of the cooperative education student. After this initial selection, an interview by the members of the advisory committee of each prospective student may be conducted. It is evident that those students assessed to be desirable candidates for the cooperative education program by members of the advisory committee have an excellent recommendation for training station placement, and that the assistance of members of the committee may be more available in that placement. (A suggested student recruitment and selection procedure is included as Appendix C.)

Standards of Evaluation. The advisory committee may aid the coordinator in setting standards for evaluation of students, both at the training station and in the classroom. The coordinator may develop from these standards a checklist or rating sheet to facilitate this evaluation. In the absence of school standards for dress and grooming, the advisory committee may propose criteria that the coordinator can implement in the program. Other evaluation functions by the advisory committee include judging and evaluating students in club contests and activities.

The advisory committee can evaluate the accomplishments made by the cooperative education program in their area through committee discussions and talks with businessmen, students, parents, faculty members, and school authorities. Follow-up studies of cooperative education graduates will also serve as an evaluation device. Criteria which might be considered may include: student employment, continuing education of student, graduate's advancement in business, businessmen's attitudes toward the cooperative education program, graduate's attitudes and evaluation of the program's success. The evaluation of an individual student, the cooperative education program, or any facet thereof is valueless without follow-up by the coordinator. Only by utilization of the information gathered can the student and the program be improved.

Manpower Needs and Training Facilities Surveys. The changing complexion of business is reflected by employment opportunities. The advisory committee can serve as an effective means of gaining access to a knowledge of the manpower needs of the community which will provide career opportunities. Further, the committee can survey the availability of potential work training stations in those areas and businesses which will provide career opportunities and satisfactory training.

The surveys are usually designed to obtain the following types of information:

1. The occupation(s) in greatest demand.

2. The number of people in a geographic area currently employed in a given occupation, and the additional numbers needed currently and through the next (usually) five years.

3. The jobs within an occupation in which training is needed.

4. The number of graduates from school occupational education programs who might be accepted for employment in a community.

5. The interest of young people and adults in training for selected occupations.

6. The need for supplemental training for people already employed.

7. New areas in which school preparatory or upgrading education and training are needed.

8. Which school programs should be expanded, discontinued, or established.

9. The education and training requirements of the occupation, job, or industry which can be met by a school program.

As the survey results are studied, labor standards must be considered and manpower projections viewed from numerous angles. The committee can then also assess the adequacy of in-school training facilities with recommendations for its improvement.

Students' Problems. The first working experience of students may often create conflicts and problems. Some of these problems may be caused by lack of understanding of the cooperative education program by the training station sponsor. The advisory committee may provide counsel and experience to the coordinator in approaching problems arising from long

hours, inadequate pay, intolerable working conditions, unsatisfactory job rotation and experience at the training station, or insufficient supervision of students on the job. Members of the committee may be able to approach sponsors about such problems without causing a feeling of unwelcome interference by the coordinator. Students can look to members of the advisory committee as personal advisors and counsellors for careers and education.

Promotion of Club Activities. Advisory committee members can participate in club activities as advisors, contest judges, and speakers; in fund raising projects; in scholarship fund development; in arranging field trips and other club activities; in regional, state, and national leadership conferences; and in whatever roles and functions which will enhance the club organization.

Standards of Training Stations. The advisory committee is an invaluable aid to the coordinator in establishing criteria for the evaluation of training stations. Two basic considerations, namely overall educational philosophy and objectives of training stations and the characteristics of these training stations in relation to the community, must be analyzed.

Work training station desirability can be assessed by the coordinator through the aid of the advisory committee with check lists, business trend information, counselling services, training sessions, working conditions, and student

improvement. The overriding principle for assessment of a potential or existing training station is whether or not it will provide appropriate on-the-job training suitable to the needs of the student.

Program Facilities and Aids. The cooperative education program requires the availability of up-to-date equipment and instructional materials to permit realistic training and instruction with prevailing business practices. The advisory committee, as operating businessmen, will be best suited for establishing the needs and recommending equipment and materials selection through the coordinator to the Board of Education. Much of this material and equipment will be secured by Board of Education monies from general funds and state foundation funds. It is desirable that the advisory committee members themselves appear before the board, establishing the needs of the program and justifying the purchase of the needed equipment and supplies.

The advisory committee will further encourage the business community to make substantial contributions by the donation of equipment, supplies, library materials, and direct financial aid. They should keep the coordinator aware of resource materials both within and outside of the community, facilitating the arrangement for and use of these items.

Curriculum Development. Another concern of the committee should be the establishment of practices which will keep instruction practical and functional. In order to keep programs

realistic, committees should take an active part in verifying course content since members have the essential, specialized knowledge of the work. Representatives of the fields for which instruction is to be provided must be consulted regarding the skills, instructional materials, equipment, standards for production work or service provided, and instructional content.

The advisory committee may recommend the inclusion of particular areas, phases, or occupations; the expansion of such areas; or their elimination from the program. Such action will be based upon the career goals of enrolled students, the training stations in use, and the manpower needs of the business community.

It is necessary to maintain a continual evaluation of curriculum as related to current business practices. This evaluation by business persons confirms the course of instruction, and it can be of public relations value in the community. Evaluation may be performed by a sub-committee in cooperation with the instructor-coordinator.

An evaluation of student preparation may be assessed by members of the advisory committee and by training station sponsors reporting to them and/or the instructor-coordinator. The coordinator may not realize the extent or specific areas of deficiencies. This evaluation may determine deficiencies in student knowledge and skills peculiar to his area of employ-

ment or general skills; such as, spelling, writing, arithmetic, etc. Information on general preparation will be helpful in the school's efforts to provide, revise, and improve academic instruction. Specific complaints from businessmen provide tangible evidence of insufficient preparation.

Curriculum development can be further enhanced by the assistance of the advisory committee in the selection of textbooks and reference books. Though textbook selection is an educational task, the committee might review and evaluate the available published material for realism of textual material, adequacy of illustrations and examples, depth of treatment of subject matter areas, and currency of overall material. This review may find serious omissions or dated procedures, thereby avoiding the purchase of an inadequate text.

The advisory committee can further assist in the curriculum area by donation, procurement and/or recommendation of trade journals, periodicals, films, training materials, forms, company tests, advertising and promotion aids, and other items appropriate to the curriculum.

Legislation. Apart from the direct involvement with the programs, the committee members are invaluable as they support educators in the important area of legislation and appropriations.

Often, advisory committees have backed school administrations in requests for appropriations. Members have appeared

at public hearings to support school budget proposals and have spoken before civic groups in the interest of improved cooperative education. They have assumed the task of acquainting the citizens of their communities with the needs of the school, and have thus helped to win justified appropriation requests.

In a larger area, advisory committees can have an influence upon legislation at the state and national levels. The organizations to which the members belong can be powerful friends of cooperative education. When members of manufacturers' associations, service clubs, unions, and other civic groups understand the objectives and needs of a school program, they are more likely to support the necessary legislation--and with perception and enthusiasm.

SUMMARY

Advisory committee members are a source of local strength for local schools--a viable link with the community. They can help the educator:

- make community surveys.
- provide resource speakers.
- determine and verify need for training.
- provide tangible evidence that industry is supporting the program.
- establish standards for selecting equipment, instructional materials, and students.
- interpret the program to the community, to unions, to employers.
- determine qualifications needed for selecting students.
- determine criteria for evaluating student performance.
- review past accomplishments and forecast trends affecting training and employment.

- counsel and guide students in relation to the world of work.
- promote student club activities.
- provide information concerning employment standards and opportunities for graduates.
- develop cooperative work experience programs for students.
- plan facilities and establish standards for shop and lab planning.
- evaluate the programs.
- recognize new technical developments which require changes in the curriculum.
- support necessary legislation and appropriations.

Evaluation

- Evaluation of Program
- Evaluation of Advisory Committee

EVALUATION

Evaluation of the cooperative education program is a two-fold effort. First, the advisory committee should evaluate the effectiveness of the cooperative education program itself; second, the coordinator should evaluate the effectiveness of the advisory committee, and the benefits derived from its use to the cooperative education program.

EVALUATION OF PROGRAM

Although evaluation is continuous, a once per year, preferably mid-year, evaluation should be conducted of the cooperative education program by the advisory committee. It is desirable to evaluate the program in relation to the objectives, accomplishments, and problems.

Materials for performing this evaluation may be obtained by the instructor-coordinator from sources such as: coordination contacts with training stations; on-the-job rating sheets; information from school administrators, counsellors, and other teachers; information gathered from parents of students in the program; information from merchants, business people and business organizations not directly connected with the cooperative education program; follow-up studies of cooperative education graduates and adults completing special programs;

and other available data pertinent to the measurement of the achievement of purposes and goals of the program. In addition to the information provided by the coordinator and the school, each member of the committee will undoubtedly contribute ideas and guidance for the improvement of the program from his own experience with the cooperative education program, and from his general knowledge of business and community.

EVALUATION OF ADVISORY COMMITTEE

The extensive time of both coordinator and members of the advisory committee devoted to the work of the committee must be fruitful to justify the expenditure. The coordinator must determine the value of his advisory committee to his program, and discover the areas of weaknesses that require reinforcement. Although evaluation of the advisory committee is a continuing process, the coordinator should make a formal evaluation a culminating activity of the school year.

The principle means of evaluation is a comparison of advisory committee functions and activities with the goals and purpose of the committee. Further, the coordinator will examine the assistance rendered by the committee in creating a favorable attitude toward cooperative education in the community; suggesting workable solutions to problems encountered by the coordinator; guiding the school and coordinator in curriculum development; assisting in procuring needed equipment, instructional aids and materials, supplies, and resource

persons; and assisting in the recruiting and selection of students, locating appropriate training stations, and placement of program graduates.

The coordinator and committees could assess the year's activities in the sense of taking an inventory. This evaluation of the cooperative education program and the advisory committee activities is a balance sheet of the assets, liabilities, and net worth of the committee's efforts throughout the school year.

Conclusion

CONCLUSION

The main points to be made about advisory committees are that they are unique in their ability to provide occupational information and help for cooperative education programs; their organization, name, and function can be tailored to specific situations and needs; and, their value has long been established. Their use and involvement know only two limitations; they can assume neither legislative nor administrative responsibility.

An advisory committee doesn't automatically guarantee a successful program nor will it follow that committee function will be without problems and conflict. But a school and its representative, realistically prepared and aware of what such a lay group can contribute, can draw from the experience that which is required to build and maintain good, sound programs.

When the advisory role is not filled, the school and the community cannot benefit from the exchange between educator and committee that presses programs to more effective operation. More importantly, if the program function doesn't match its potential, the individual student is denied the maximum amount of help that could, and should, be available

to him--help that comes only from the interaction of those who will educate and train him and those who will hire him.*

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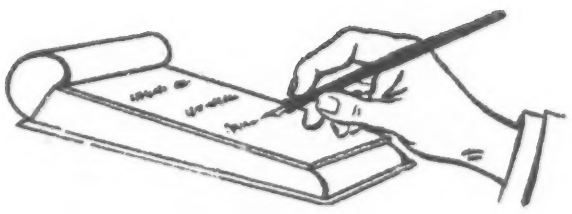
* AVA Publication Committee, The Advisory Committee & Vocational Education. Washington, D.C., August, 1969. p. 45-46.

Notes



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Appendixes

COOPERATIVE EDUCATION ADVISORY COMMITTEE MEETING

Agenda (Initial Advisory Committee Meeting)

1. Introduction of all members.
2. Appointment of temporary chairman.
3. Appointment of Secretary (distributive education instructor-coordinator).
4. Explanation of the program and the need for an advisory committee.
5. Functions of the Advisory Committee.
6. Responsibility of the Advisory Committee.
7. Responsibility of Permanent Chairman.
8. Election of a permanent chairman (never school administrator or distributive education instructor-coordinator).
9. Term of appointment.
10. Selection of time and place of meetings.
11. Other business.
12. Adjournment.
13. Refreshments.

Appendix A

COOPERATIVE EDUCATION ADVISORY COMMITTEE MEETING

Agenda (Regular Advisory Committee Meetings)

1. Call to order by Chairman.
2. Introduction of guests.
3. Reading of minutes by Secretary.
4. Old business.
5. New business.
6. Comments and discussion by/with guests.
7. Adjournment.
8. Refreshments.

Appendix B

SUGGESTED STUDENT RECRUITING AND SELECTION PROCEDURE
COOPERATIVE EDUCATION PROGRAM

1. Publicity release (brochures, newspaper, newsletter, organization announcements).

2. Group meetings of eligible students with businessmen, coordinator, school authorities and advisory committees.

3. Distribution of application blanks to interested students.

4. Screening of applications and school records to determine meeting of general standards.

5. Administration of tests (attitude, aptitude, ability, etc.).

6. Interview of student by coordinator and guidance department.

7. Completion of health and history forms during interview.

8. Orientation program for potential students.

9. Interviews of students by advisory committee representatives.

10. Contact with parents, and signing of intent and agreement letter explaining rules and regulations governing program and students, by parents and students.

Appendix C

APPENDIX D

The instructor-coordinator of cooperative education should be aware of the goals and purposes of advisory committees at all levels.

STATE AND NATIONAL COMMITTEES

State. The Vocational Amendments of 1968 provide for the formation of state advisory councils. Certain functions must be performed in order to receive funds under this act:

1. Advising the state board on the development of policy matters arising in the administration of the state plan;

2. Evaluating programs, services, and activities; and,

3. Submitting to the Commissioner of Education and the National Advisory Council an annual report on the effectiveness of vocational education, with recommendations for such changes as may be warranted.

Federal funds may be used to hire a staff and to make needed studies. For such purposes, the act authorizes a minimum of $5,000 per year, and a maximum of $150,000.

During the year, state councils must hold at least one meeting during which the general public is given the opportunity to express its views on vocational education.

National. National advisory groups are active in the area of legislation. Some of their recommendations have been incorporated into recent vocational acts.

President John F. Kennedy appointed the President's Panel of Consultants on Vocational Education in 1961. Their study was the basis for the Vocational Education Act of 1963, which stated that an Advisory Council on Vocational Education be assembled. It was to meet periodically to review the nation's vocational education programs and to report its findings and recommendations.

Such a council was appointed in 1966, and from its recommendations resulted the Vocational Education Amendments of 1968. This act created a National Advisory Council on Vocational Education, as well as state councils.

Some of the stipulations of this act follow:

1. The 21-member national council must meet at least four times a year.

2. The council will advise the U. S. Commissioner of Education regarding the administration and effectiveness of new vocational programs.

3. Annual reports and recommendations will be submitted by the council to the Secretary of Health, Education, and Welfare who, in turn, will transmit them to Congress.

4. Independent evaluation of programs and publication and distribution of the results of these evaluations may be conducted by the council.

In 1969 President Johnson, guided by criteria specified in the Vocational Education Amendments of 1968, appointed members to this national council. Included were persons familiar with:

1. Vocational education needs and the problems of management and labor;

2. Manpower problems and administration of manpower programs;

3. Administration of state and local vocational education programs;

4. Problems of the handicapped;

5. Problems of the disadvantaged; and,

6. Post-secondary and adult programs.

In addition, at least one-third of the membership was to be comprised of the general public.

TYPES OF LOCAL ADVISORY COMMITTEES

In order to meet the demands of local situations, different types of advisory committees may be organized.

Steering Committees. Steering committees provide the consultation, advice, and support for a program being initiated. Basically, it guides and assists educators in the process of translating an expression of community need into a program of vocational education.

If a state's official educational plan requires the use of an advisory committee before a new program can receive approval, the group usually functions in the following areas:

1. Ascertaining the interest of the community in vocational education;

2. Assessing the specific needs of the area;

3. Setting up standards for equipment and instruction;

4. Reviewing instructional content; and,

5. Assisting in the determination of selection criteria for pupils and teachers.

After the program has become well established, several specialized committees may be formed, as well as an overall

committee that endeavors to maintain a balanced program. These committees meet as many of the community's occupational needs as possible and could include: general advisory committee, departmental advisory committee, adult education committee, and specific advisory committees.

General Advisory Committees. General advisory committees assist in the development and maintenance of a school's entire vocational program. The committee's membership may be taken from various sources, which include: commercial and industrial leaders; civic, social, and professional leaders; church representatives; police and fire department personnel; educational leaders; labor union representatives; minority group leaders; service club representatives; publishers; and many others.

This committee helps the school in various ways:

1. By identifying the needs of the individual and of the community;
2. By assessing labor market requirements;
3. By contributing to the establishment and maintenance of realistic and practical programs;
4. By participating in the development of community understanding and support;
5. By aiding in building the prestige of and the respect for the entire program of occupational education; and,
6. By establishing long-range goals.

In other words, the general advisory committee serves as consultant and advisor to the educational institution.

A general advisory committee may serve an area vocational center, a community or junior college, an entire school system, or a single school within the school system.

Departmental Advisory Committees. Departmental advisory committees assess school programs according to the needs of the community. They also suggest changes in and additions to the curriculum. They may serve one occupational area in a vocational school or the vocational department of a comprehensive high school; and, in some cases, they may serve an entire school system.

Adult Education Committees. Many adult programs of a specialized nature are established and taught for specific skills, knowledges, and purposes. For example, in distributive education these programs are often initiated at the request of a particular segment of distributive and service industries. Those persons who recognize the need for such teaching really serve as a temporary advisory committee, or steering committee. The advisory committee itself will probably be formally appointed and constituted as the program becomes formulated.

Instructors for such courses may be selected from the business community or from the ranks of professional educators. Locating and recruiting instructors may be done by the advisory committee.

Advisory committees for specific occupations. These committees are concerned with the content and experiences

involved in a specific occupation such as distribution, carpentry, child care, agriculture, or office work. Many times the people on these committees are able to provide materials, supplies, and equipment at reduced cost or without charge.

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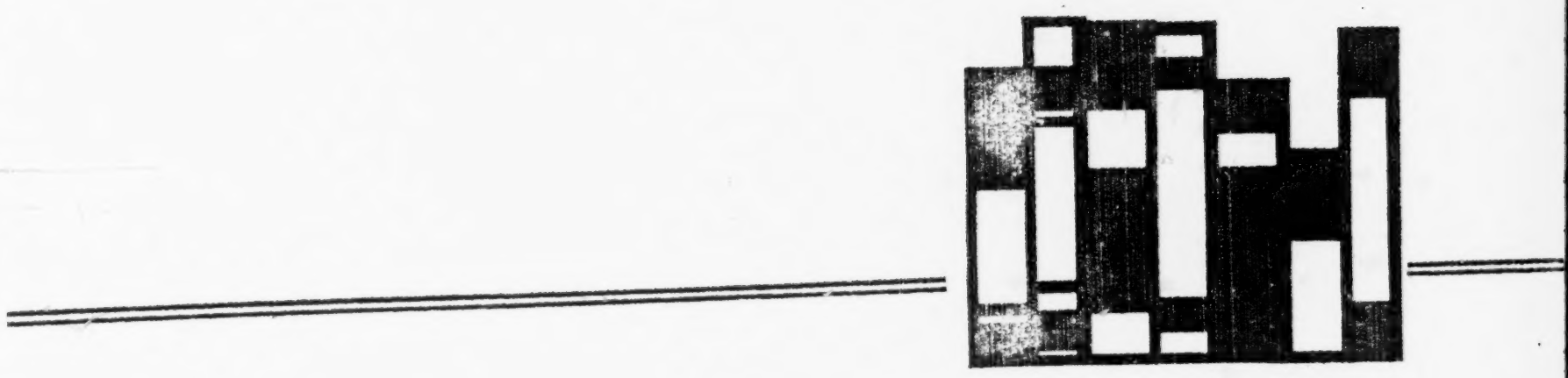

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